

# **CHAPTER 1**

## **INTRODUCTION**

This chapter explains (1) background of the study, (2) statement of the problem, (3) objective of the study, (4) significance of the study, (5) scope and limitation, and (6) the definition of the key terms. Each section is presented as follows :

### **1.1 Background of the study**

Linse (2005) in Bakhsh (2016) Vocabulary is a list of words that individual knows, so that they can communicate to others. According to Ashraf, Ghanei, & Salami, (2014), vocabulary is the main core of any languages to be learned. Nugroho, Joko, & Sulistyowati, (2012) stated that vocabulary is the important thing to teach English. In other words, vocabulary is the list of words to be learned and to be taught in English class, so that they can communicate to others well .

According to Kennedy & Deshler (2010) in Kennedy (2013), there is a way to learn vocabulary through multimedia-based interventions. Moreover, they stated that multimedia technology can motivate the students to learn. Therefore, it needs an interesting media to teach vocabulary. One of them is flashcard. Flashcard is one of interesting media to enrich and to remember about vocabulary. Flashcard can invite the students' attention and can replace a boring methodology like memorizing and drilling. Besides, Nugroho et al., (2012) also used flashcard as their media to teach English vocabulary and students can learn

English easily by using flashcard, they also stated that flashcard can motivate and stimulate the students in learning English. The use of flashcards in teaching vocabulary can also be a problem solving to learn vocabulary for the students and for the teachers, it can be used in learning activity in the classroom. It is because flashcard is a media that consists of pictures, words, and photos Kasihani (2008). In addition, according to Komachali and Khodareza (2012) in Ting Hung (2015), the use of flashcard significantly helped the student's vocabulary mastery. According to Golding, Wasarhaley, Fletcher (2012) in Burgess and Murray (n.d), flashcard can make students get higher score in exam rather than the students who did not use flashcard as media to study.

Nowadays, students and teachers enter the digital learning environment that requires them to utilize a new technology in the learning process (Suhonen, 2005). In learning language, the digital learning environment will be related to Computer Assisted Language Learning (CALL). CALL is an approach to teach and learn in which the computer based resources, such as the internet to use present, reinforce, and assess material to be learned (Stockwell, Glenn, Ed, (2012). According to, CALL involves the use of computer in teaching and learning English. They also stated that they used the medium of computer as the media to teach and learn English. According to Mahmoudi, Samad, Zainab, Razak (2012) CALL becomes an important aspect in language learning because it can support and facilitate language learning by using computer as the media. Afshari, Ghavifekr, Siraj, & Jing (2013) stated that students can be motivated in learning by using computer that can motivate the students to learn help the students achievement.

According to Nikoopour & Kazemi (2014) digitized flashcard is flashcard which is uploaded into a website and the test could be seen every week there. The website is available for the participant to visit and learn the vocabulary via internet. Moreover, in the study of Nikoopour & Kazemi, (2014) there was no significant difference in using digitized and non digitized flashcard .

However, the research of digitized and non digitized is still investigated in Japan and Iran. Then, in Iran, Nikoopour & Kazemi, (2014) stated that there is no difference between digitized and non digitized flashcard. Besides, in Japan, Dizon & Tang, (2017) stated that using flashcard can improve vocabulary productivity effectively. Furthermore, according to Nashir and Laili (2018), the use of digitized flashcards can increase the achievement of students vocabulary. Therefore, the current study wants to investigate digitized and non digitized flashcards to improve vocabulary ability because in Indonesia only a few researcher who investigated it. The statement of problems as follow.

## **1.2 Statement of the Problem**

Do the students taught by using digitized flashcards achieve better score than non digitized flashcards ?

## **1.3 Objective of the study**

The objective of the study is to measure the significance differences of using digitized and non digitized flashcards in teaching vocabulary

#### **1.4 Hypotesis**

H0 = There is no significant difference between the use digitized and non digitized flashcard.

H1 = There is significant difference between the use digitized and non digitized flashcard.

#### **1.5 Significance of the study**

The result of this research is expected to be used for English teachers and the next researchers :

1. The teacher can gain knowledge or how to teach English vocabulary by using digitized flashcards
2. For further researcher or the reader, this reasearch can be a reference to add knowledge in learning teaching vocabulary and be one of ways to teach vocabulary by using digitized flashcards and can be a source for those who want to investigate deeply about digitized and non digitized flashcards.

#### **1.6 Scope and Limitation**

This study attempts to describe the students vocabulary where the limitation is digitized flashcards from Studystuck application and non digitized flashcards from paper, and the scope the Eight graders of Junior High School Muhammadiyah 2 Malang in year 2017/2018, female 22, male 34, age 13 until 15 years old and the total of the students 56.

### 1.7 Definition of key term

To avoid misunderstanding of the terms used in this study, several key terms are defined as follows :

1. **Digitized flashcard** as new technology that can create a new learning paradigm (Kukulska-Hulme and Shield (2008).
2. **Non digitized flashcard** is small card that consists of picture, text or symbol that make students remember about the picture (Subiantoro 2009)
- 3 **Vocabulary learning** is an essential part to learn the meaning of new words (Mofareh Alqahtani 2015)

